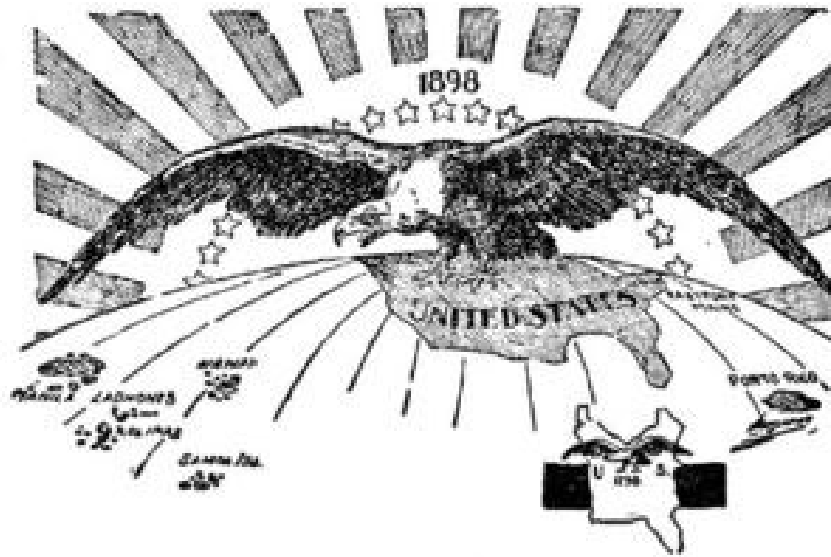


# US History & Government



Ten thousand miles from tip to tip.—Philadelphia Press.

## Imperialism:

Taking the stage as the World Leader  
Was it justified?

Classwork packet

Name \_\_\_\_\_ Per. \_\_\_\_\_

# Entrance task

*One day at school, you notice a huge ring of students jostling and pushing. As you get closer, you hear some of the students yelling, "Fight!" Like the rest, you want to see what is happening. Finally finding a good vantage point, you see two students threatening one another. One is a good friend; the other is a former friend and current enemy who owes you money.*

What will you do? Choose one of the following responses and write a 1-paragraph explanation of your choice on the entrance task paper.

1. Turn away and leave because the fight does not concern you and getting involved will only mean trouble.
2. Convince a couple of friends to help you separate the two students before they hurt each other.
3. Get into the fight on your friend's side and punch out the **former** friend who owes you money since he deserves it.
4. Punch out both students to show the rest of the school who is the toughest kid in school.

## Foreign Policy

The US has had to make many tough choices in its foreign policy relations with other countries.

Foreign Policy: what should it be?

Isolationism: Strict \_\_\_\_\_ in the affairs of others

Collective Security: Working with other \_\_\_\_\_ to influence \_\_\_\_\_  
\_\_\_\_\_

Internationalism: Intervening in other countries' affairs to \_\_\_\_\_  
\_\_\_\_\_ interests and/or to safeguard \_\_\_\_\_

\_\_\_\_\_ : Extending power by \_\_\_\_\_  
around the globe or \_\_\_\_\_ weaker nations to serve \_\_\_\_\_ interests.

## 12-3 ★ IDEAS SHAPING AMERICA'S FOREIGN POLICY



Foreign policy is created by governments, but it begins with the ideas of individual men and women in response to intellectual, economic, and political events. In the 1890s, the following ideas contributed to America's involvement in world affairs: a belief in progress, the philosophy of Social Darwinism, the importance of sea power, and the need to support and extend global trade.

### PROGRESS

A belief in progress marked the Gilded Age—a belief that the human race was moving toward a higher form of civilization. The belief stemmed largely from the technological advances of American industry.

THIS WRITER SEES NO LIMIT TO HUMAN PROGRESS. HE THINKS MAN WILL SOMEDAY FLY AROUND THE WORLD.

HMMMPH! I BELIEVE IN PROGRESS, TOO, BUT THAT'S ABSURD.



### SOCIAL DARWINISM

Many Americans believed in Social Darwinism—Herbert Spencer's application of Charles Darwin's theory of evolution to human society. Spencer called Darwin's idea of evolution by natural selection "survival of the fittest" and explained America's advancement in these terms.

Some—including Indiana Senator Albert J. Beveridge—inferred Anglo-Saxon superiority from Social Darwinism and concluded that American Anglo-Saxons had a mandate to civilize "backward" nations.

WE WILL NOT RENOUNCE OUR PART IN THE MISSION OF OUR RACE, TRUSTEE, UNDER GOD, OF THE CIVILIZATION OF THE WORLD.



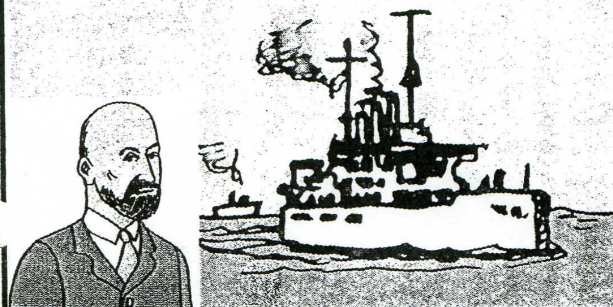
### SEA POWER

Captain Alfred Thayer Mahan had a major impact on expansionist thinking with his 1890 book, *The Influence of Sea Power upon History, 1600-1783*. Mahan demonstrated from British history that the nation controlling the seas controlled history. He advocated a strong merchant marine, a strong navy to defend it, and territories abroad for fueling stations and commercial outlets.

Mahan's influence prevailed:

In 1880 the U.S. navy ranked 12th in the world.

In 1900, with 17 battleships and 6 cruisers, it ranked 3rd.

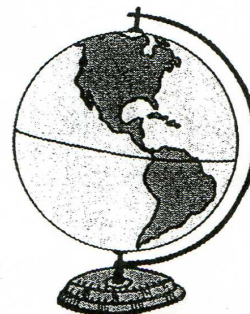


### GLOBAL TRADE

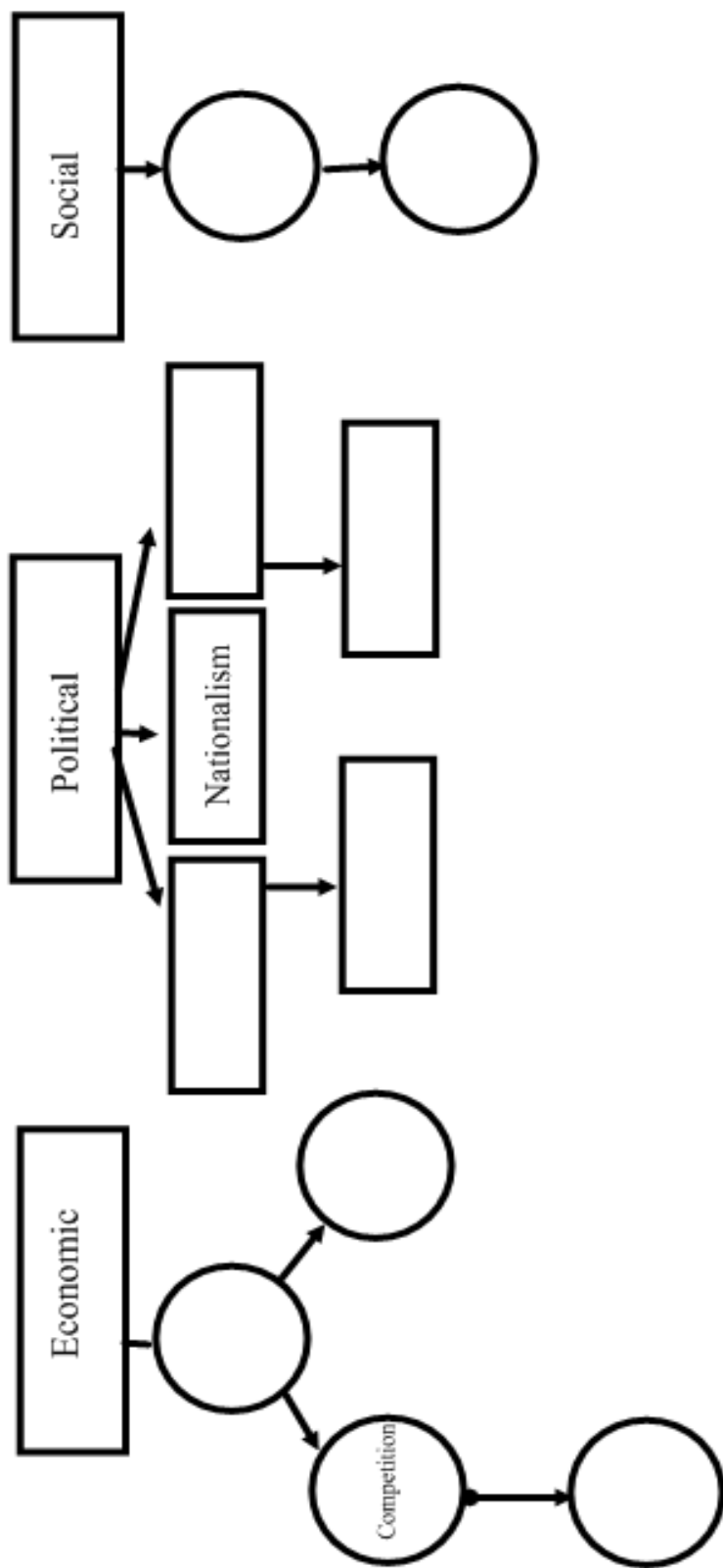
America's increased trade with China and other Asian ports stirred interest in acquiring Pacific islands, such as Hawaii, for fueling stations.

In 1898 Senator Albert J. Beveridge urged Americans to develop foreign markets not only for commercial reasons but also to extend liberty:

"Today we are raising more than we can consume. Today we are making more than we can use... Therefore we must find new markets for our produce, new occupation for our capital, new work for our labor.... Ah! As our commerce spreads, the flag of liberty will circle the globe and the highway of the ocean-carrying trade to all mankind will be guarded by the guns of the republic...."



# CAUSES OF IMPERIALISM





# Spanish American War

## President McKinley's call for war against Spain, 1898



First: In the cause of humanity and to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there [in Cuba], and which the parties to the conflict are either unable or unwilling to stop or mitigate...

Second: We owe it to our citizens in Cuba to afford them that protection and indemnity for life and property...

Third: The right to intervene may be justified by the very serious injury to the commerce, trade, and business of our people and by the wanton destruction of property and devastation of the island.

## Follow-Up Questions

1. Put each reason for war against Spain into your own words.
2. Aside from McKinley's statement, why else might the United States be interested in supporting the Cuban rebellion against Spain?

**Notes:** Write key terms, ideas, or questions in the left hand column. At the end of the notes, answer the comprehension question.

<b>Terms, Ideas, Questions</b>	<b>Narrative</b>
	<p><b>Causes of the Spanish-American War</b> Cubans rebelled against Spain in 1895 after an economic collapse. In an effort to restore order, Spain ordered many Cubans to reconcentration camps where squalid conditions resulted in 200,000 deaths. The destruction of American sugar plantations and mills combined with yellow journalism convinced the United States to get involved. The battleship <i>U.S.S. Maine</i> was moved to Havana's harbor. When an explosion (cause unknown) sank the <i>Maine</i> on February 15, 1898, Spain was blamed.</p> <p>Rebellions against Spain in the Philippines increased public pressure for a war with Spain. Without President McKinley's knowledge, Secretary of the Navy Theodore Roosevelt alerted Pacific commanders to prepare for military action. McKinley soon withdrew all orders except one (Admiral George Dewey was directed to attack the Spanish fleet in the Philippines if war was declared against Spain).</p> <p>To avoid war, Spain agreed to most of the United States' demands (compensation for the <i>Maine</i>, end of reconcentration camps, truce in Cuba, Cuban independence), but public pressure resulted in the start of war on May 1, 1898. The United States quickly wiped out Spain's naval fleet.</p> <p><b>Results of the Spanish-American War</b> The United States and Spain signed the Treaty of Paris in December 1898. As a result of the treaty, Cuba became independent and the United States paid Spain \$20 million for Guam, Puerto Rico, and the Philippines.</p> <p>The United States fought to suppress Filipino rebels for three years, resulting in the deaths of 16,000 Filipino rebels and 200,000 Filipino civilians. The Philippines received independence in 1947.</p> <p>The United States military occupied Cuba for three years to restore stability and protect American business interests. Cuba drafted a constitution and the United States demanded it include the Platt Amendment, which forbade Cuba from entering into foreign agreements, granted the United States two naval bases, and permitted United States intervention whenever necessary. The Platt Amendment remained in force until 1934.</p>
<b>Comprehension Question</b>	How justified was the Spanish-American War? Explain your reasoning. 0 – completely unjustified                      completely justified – 10



**Primary Documents:** Read the following documents and answer the corresponding questions.

*President McKinley on the Philippines*

When next I realized that the Philippines had dropped into our laps I confess I did not know what to do with them....I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance....And one night late it came to me this way....

(1) that we could not give them back to Spain--that would be cowardly and dishonorable;

(2) That we could not turn them over to France or Germany--our commercial rivals in the Orient--that would be bad business and discreditable;

(3) That we could not leave them to themselves--they were unfit for self-government--and they would soon have anarchy and misrule worse than Spain's war;

(4) That there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them as our fellow men for whom Christ also died.

1. Summarize McKinley's options in dealing with the Philippines.
2. How is McKinley's reasoning for intervention in the Philippines an example of Social Darwinism?

*Senator Albert J. Beveridge, 1900*

The opposition tells us that we ought not to govern a people without their consent. I answer, the rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government. We govern the Indians without their consent; we govern the territories without their consent; we govern our children without their consent. I answer, would not the natives of the Philippines prefer the just, humane, civilizing government of the Republic to the savage, bloody rule of pillage and extortion from which we have rescued them?

1. What are the arguments against imperialism?
2. Do you find Beveridge's arguments compelling? Why or why not?

# Presidential Foreign Policy

## Monroe Doctrine 1823



\* Established by President \_\_\_\_\_

\* The U.S. would not get involved in the internal \_\_\_\_\_ of any \_\_\_\_\_ power.

\* The U.S. would not \_\_\_\_\_ with any existing \_\_\_\_\_ of any European power.

\* The U.S. would not \_\_\_\_\_ any further \_\_\_\_\_ of the Western Hemisphere.

\* Any attempt by European powers to interfere or intervene in the Western Hemisphere would be viewed as \_\_\_\_\_ actions toward the U.S.

\* This worked because no one \_\_\_\_\_ it until we were strong enough to enforce it.

## Roosevelt Corollary 1904

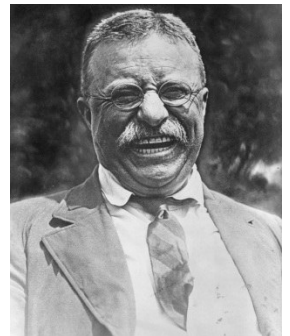
\* Established by **Theodore Roosevelt**

\* A.K.A. the \_\_\_\_\_ and carry a Big Stick.

\* It established the U.S. as an \_\_\_\_\_ police power to prevent intervention from other powers.

\* This made U.S. and European investors happy because it protected their \_\_\_\_\_ concerns.

\* This made \_\_\_\_\_ upset.





## Dollar Diplomacy 1909-1913



\* Established by **William Howard** \_\_\_\_\_.

\* It was initiated to preserve \_\_\_\_\_ of Latin America.

\* \_\_\_\_\_ would be substituted for \_\_\_\_\_.

\* This increased \_\_\_\_\_ in foreign countries, which made businesses happy.

\* It was used to justify interventions in Panama, Nicaragua, Haiti, and the Bay of Pigs in Cuba.

## Good Neighbor Policy 1933

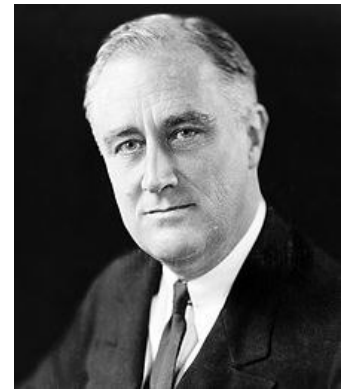
\* Established by **Franklin Delano Roosevelt**.

\* The U.S. would respect the rights of others.

\* Money would be \_\_\_\_\_ to build public works like bridges, roads, schools, \_\_\_\_\_ and water systems.

\* \_\_\_\_\_ was encouraged between the U.S. and Latin America by lowering tariffs.

\* A higher standard of living would result and thus the Western Hemisphere would be \_\_\_\_\_.



# Analyzing Political Cartoons

**Instructions:** Answer the analysis questions assigned to your group. Be prepared to share your analysis with the class.



## Cartoon 1: The Noble Hero

What roles has the artist assigned to each of the countries in Cartoon 1?

What symbolic elements does he use to characterize each of the three countries?

In what direction is the artist hoping to influence public opinion in the context of 1896 (before the Spanish-American War)?

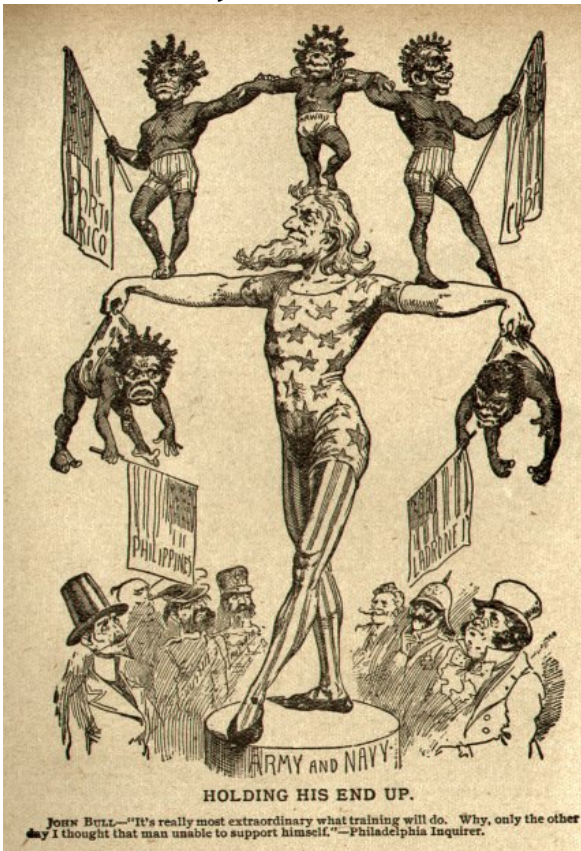
## Cartoon 2: How Some Apprehensive People Picture Uncle Sam after the War

What symbols are used to represent the various nations involved in the unfolding drama of the birth of the American empire?

What is the significance of these symbols?



### Cartoon 3: John Bull



What symbols are used to represent the various nations involved in the unfolding drama of the birth of the American empire?

What is the significance of these symbols?

### Cartoon 4: Miss Cuba Receives an Invitation

In this cartoon a woman represents Cuba. What is the significance of this symbol?

What is the significance of Cuba being represented as white and attractive or voluptuous?

What does the artist imply about the United States' intentions?





## Cartoon 5: After the First Mile



The cartoon represents Cuba entering its second year of independence (1903). How is Cuba characterized?

What do you suppose is the artists' attitude toward the possibility of Cuba being annexed as a state of the United States?

What symbols does the artist use to represent stability, order and prosperity?

## Cartoon 6: Uncle Sam to Porto Rico

This cartoon dates to 1905 and claims to contrast Cuba and Puerto Rico after Spanish colonialism. What symbols are used to create the contrast?

Note the racial representation of both islands. What is the historical context behind these seemingly opposite outcomes?



# The White Man's Burden

Rudyard Kipling (1865-1936) was a British journalist and writer who became one of the leading proponents of Western imperialism in the 1890s. His belief in authoritarian political action made him unpopular with liberals but his numerous novels and books of poetry made him very popular with the British masses, especially those who supported the expansion of the British Empire. He was awarded the Nobel Prize for literature in 1907. He wrote "The White Man's Burden" in 1899 at the time when the United States was deciding whether or not to annex the Philippines.

## The White Man's Burden

Take up the White Man's burden-  
Send for the best ye breed-  
Go bind your sons to exile  
To serve your captives' need;  
To wait in heavy harness,  
On fluttered folk and wild-  
Your new-caught, sullen peoples,  
Half-devil and half child

Take up the White Man's burden-  
In patience to abide  
To veil the threat of terror  
And check the show of pride;  
By open speech and simple,  
To seek another's profit  
And work another's gain

Take up the White Man's burden  
And reap his old reward:  
The blame of those ye better  
The hate of those ye guard-

The cry of hosts ye humour  
(Ah slowly!) toward the light:-  
"Why brought ye us from bondage,  
"Our loved Egyptian night?"




Take up the White Man's burden-  
Ye dare not stoop to less-  
Nor call to loud on Freedom  
To cloak your weariness;  
By all ye cry or whisper,  
By all ye leave or do,  
The silent, sullen peoples  
Shall weight your Gods and you.

Take up the White Man's burden-  
Have done with childish days-  
The lightly proffered laurel,  
The easy, ungrudged praise  
Comes now, to search your manhood  
Through all the thankless years.  
Cold, edged with dear-bought wisdom,  
The judgment of your peers!




1. To whom was this poem intended to appeal?
2. What values and assumptions does the author expect his readers to share with him?
3. Who are the "new caught, sullen peoples/Half-devil and half-child"? Why does the author characterize them this way?
4. What does the author mean by "To seek another's profit/And work another's gain"? Do you feel this phrase is accurate?




# IMPERIALISM JIGSAW

**Instructions:** In the following activity you will review nine areas where the U.S. practiced imperialism at the turn of the century. First, working with your partner(s) read the provided handout on your assigned imperialized area. Next, fill in the indicated areas on the matrix below. Attempt to provide three bullets for each area. When time is called, you will join a large group and share out your information to the rest of the class. You will also take notes on other presentations. When your matrix is finished, answer the question at the end.

Imperialized Area	Reasons why the U.S. desired to influence this area	Actions the U.S. took to influence this area	Was the U.S. justified in its actions in this area? 0 = no way 10 = absolutely
<p>China</p> 			
<p>Hawaii</p> 			
<p>Alaska</p> 			



Imperialized Area	Reasons why the U.S. desired to influence this area	Actions the U.S. took to influence this area	Was the U.S. justified in its actions in this area? 0 = no way 10 = absolutely
<p>Japan</p> 			
<p>Philippines</p> 			
<p>Panama</p> 			

Imperialized Area	Reasons why the U.S. desired to influence this area	Actions the U.S. took to influence this area	Was the U.S. justified in its actions in this area? 0 = no way 10 = absolutely
<p>Puerto Rico</p> 			
<p>Cuba</p> 			
<p>Dominican Republic</p> 			

## Exit Task

1. How would you describe Latin America's view of the United States as a neighbor at the turn of the century?
  - a. Good folk. Invite them over for a barbeque.
  - b. Nice people. We borrow a cup of sugar every now and then.
  - c. Never spoke to them.
  - d. Trailer trash. They'll steal your propane tank if they can.
  - e. The Manson family (family of serial killers from the 1970s).

***Explain why you chose your option.***

2. How would you describe the Pacific's view of the United States as a neighbor at the turn of the century?
  - a. Good folk. Invite them over for a barbeque.
  - b. Nice people. We borrow a cup of sugar every now and then.
  - c. Never spoke to them.
  - d. Trailer trash. They'll steal your propane tank if they can.
  - e. The Manson family (family of serial killers from the 1970s).

***Explain why you chose your option.***

3. How was American imperialism in the Pacific and Latin America similar and different at the turn of the century?



# The Panama Canal

**Instructions:** Read the following newspaper excerpt of how the decision to build a canal in Panama was made and study the cartoon. Then answer the questions.

Sometime around 1900 [Philippe] Bunau-Varilla and [William Nelson] Cromwell formed an alliance. Their purpose was to get the United States, which was inclined toward a canal through Nicaragua, to change its mind, opt for the Panamanian isthmus [,] and in the process buy out the worthless French claim for a large amount of money.

Bunau-Varilla went to see Senator Mark Hanna, the most powerful Republican politician of his age, and abruptly convinced him to favor a Panamanian route. At the same time, Cromwell made a \$60,000 contribution to the GOP [Grand Old Party, referring to the Republicans]. [President Theodore] Roosevelt decided Panama was a bully [good] route also.



The only obstacle was Colombia, because in 1903 Panama wasn't an independent nation. It was a province of Colombia. A treaty had to be drawn up, and was one which gave Colombia \$10 million, and the stockholders of the French company \$40 million.

From Panama, Bunau-Varilla summoned Dr. Manuel Amador, a physician who worked for Cromwell's railroad... He presented the doctor with \$100,000 supplied by J.P. Morgan, a secret code, a declaration of independence, a draft of the new nation's constitution, and the soon-to-be-born republic's flag, thoughtfully designed and sewn by Madam Bunau-Varilla.

Thus equipped, the doctor was sent back to Panama, where the workers from the railroad were recruited into the revolutionary army.

With the arrival of the United States cruiser *Nashville* in Panamanian waters, the flag of liberty was run up, and when Colombian soldiers arrived in the province to put down the insurrection, the railroad refused to transport them. The new republic was immediately recognized [,] and its ambassador plenipotentiary [with full authority], who was, surprise, surprise, the enterprising Bunau-Varilla, had the treaty signed within ten days.

### **Follow-Up Questions**

1. According to the writer, how was the United States persuaded to choose Panama as the site of the canal?
  
  
  
  
  
  
  
  
  
  
2. What was the obstacle preventing the canal from being built in Panama?
  
  
  
  
  
  
  
  
  
  
3. When the Colombian soldiers arrived to put down the insurrection, what happened?
  
  
  
  
  
  
  
  
  
  
4. What is Roosevelt doing in the cartoon?
  
  
  
  
  
  
  
  
  
  
5. What is the message of the cartoon?
  
  
  
  
  
  
  
  
  
  
6. Are the message of the cartoon and the news article similar or different? Explain.

## Video Guide: *"Americans Build the Panama Canal"*

1. The Panama Canal is the world's \_\_\_\_\_ dam and the biggest artificial \_\_\_\_\_.
2. Who was the person most responsible for the canal being built?
3. How did Alfred Mahan's book *The Influence of Sea Power on History* influence T. Roosevelt?
4. The Panama Canal connects the \_\_\_\_\_ with the \_\_\_\_\_ Ocean.
5. Because of this canal, it meant the Navy could \_\_\_\_\_  
\_\_\_\_\_
6. What one event pushed the project to the forefront of attention?
7. Why was Panama considered to be the ideal choice for the Canal?
8. What problems did de Lessep encounter in his attempt to build the canal at Panama?
9. What political stumbling block did the Americans encounter when they took over the project?
10. How did the Americans "manipulate" this problem to their advantage?

11. The U.S. paid \_\_\_\_\_ to Columbia to control the land and canal.

12. How did Dr. Gorgas contribute to the eventual success in the building of the Panama Canal?

13. When was the Panama Canal opened? \_\_\_\_\_ What world event overshadowed its grand opening?

14. How has the Canal made our world “smaller?”

15. What is significant about the date, December 31, 1999?

16. Why is it significant that the Canal remains neutral territory?

17. T. Roosevelt’s is credited with this statement on the Canal:

***“No single great material work.....is of such importance to the American people.”***

Considering how the Canal came to exist, how justified were the American people in building the Canal?



[illegible]